

Chief Academic Officer Attributes

The Chief Academic Officer (CAO) should have a proven record of success applying the *Standards and Indicators for School Improvement*. The primary focus of the CAO is in the three standards of academic performance (curriculum, assessment, and instruction). The CAO must also possess leadership skills in the other standards as well. The CAO must be able to oversee and have knowledge of programs related to parent and family support for education, an effective and collaborative program of professional growth and evaluation (including their own professional growth), instructional leadership, school-based decision making, instructional resource allocation and school planning. This individual will report directly to the Superintendent and should possess the following qualities:

- The knowledge to oversee the development and implementation of a curriculum that is rigorous, intentional, and aligned to state and local standards;
- The understanding to direct an assessment system that utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
- The skills to coordinate an instructional program that actively engages all students by using effective, varied, and research-based practices to improve student academic performance;
- Commitment to a culture of high expectations for teaching and learning for all;
- The ability to collaborate with family and community stakeholders to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students;
- A record of strong leadership in creating a professional development program, based on the needs of teachers, administrators, students, and themselves, that provides on-going, job-embedded, research-based professional development opportunities for instructional staff that improves student learning in the district;
- Experience in directing a certified personnel evaluation process that is collaborative and includes developing meaningful, continuous professional growth plans for each staff member that are focused on improving teaching and learning;
- The interpersonal and communication skills to develop positive relationships with district level instructional staff, school level administrators, and school council representatives. This includes the ability to assist school administrators in their role as instructional leaders, to develop strong collaborative relationships between the district and school councils, and the ability to build the leadership capacity of staff at all levels;
- Successful allocation of human and fiscal resources for instruction, as well as providing guidance to schools on the scheduling of time for teaching and learning so that it effectively supports improved student achievement; and
- Proven ability to direct the school and district improvement planning process such that it is continuous and focused on the needs of students.